

изданиях существенно влияют на международный научный статус самих ученых.

Итак, подводя итог вышесказанному, следует подчеркнуть, что в вузах нового поколения существенно изменились требования к научно-исследовательской

деятельности преподавателей. На сегодняшний день важно участие ученых и исследователей в различных проектах и грантах, в проведение различных исследований и усиление публикационной активности в международных журналах с высоким импакт-фактором.

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Quality training of specialists at higher agrarian educational institutions of Ukraine

Abstract: The main problems of Ukrainian training of specialists at higher agrarian educational institutions and the ways of their solution are described in the article. The author pointed out the main labor market requirements to professionals and graduates.

Keywords: the quality of education, professional development, needs of the labor market, higher agricultural education, quality training.

The level of quality training of specialists at educational institutions does not meet the requirements of employers. In our opinion, the system of qualifications in Ukraine is imperfect because it does not provide objective information about the quality of acquired knowledge, skills and competences that meet the real needs of the labor market. This shows the inadequacy of state educational standards (curricula and programs), the development and approval of which has not involved employers and other interested partners.

Ukrainian scientists — A. Vasyliuk, P. Pakhotsynskyi, N. Yakhovets — share the same opinion. They note that among the main problems of Ukrainian education we can distinguish the quality of education as the first issue of the whole training process, which provides basis for the formation of intelligence personality, its develop-

ment, training young people to compete in the modern world. Scientists distinguish common elements of the aims of education common for many countries:

- increasing the level of education of the whole society through the distribution of primary, basic, secondary and higher education;
- recognition of universal humanist values;
- taking care of the spiritual, moral, intellectual and physical development of children and youth;
- training according to age and individual capabilities of students;
- evening up the educational odds;
- improving the quality of education;
- preparing to participate in social and cultural life in peace, cooperation and solidarity;
- preparation for life in a democratic society;

- training for cultural and educational unity of their country;
- preparation for freedom and pluralism;
- training according to the needs of households development [1, 20].

A. Sbruieva believes that the objectives of vocational education in modern conditions are the following:

- giving young job applicants a wide range of general and professional knowledge and skills that will be form a sufficient basis for continuing professional education throughout the life;
- providing members of the staff with new skills and competencies necessary to meet the constantly growing needs of modern high-tech production;
- ensuring access to the labor market of the unemployed who do not have sufficient education (in 1998 of 3bln global potential of workforce 25–30% referred to underemployed; 140 mln — to the unemployed) [6, 129].

The issue of stimulating crediting of vocational schools for the purchase of machinery, equipment, vehicles and other equipment (which will be the object of the pledge) has not yet been solved and requires amendments and additions to a number of legislative acts, which does not assure the quality of vocational education either.

The system of vocational education and training is negatively affected by complicated conditions of licensing of educational institutions. Technically and financially overburdened process of their licensing does not permit to respond quickly and flexibly to the demand of employers.

The legislation of Ukraine for Education and Science states: to provide Ukrainian society with highly professional personnel we must radically transform higher education based on new educational technologies. In this case, Ukraine faces the problem of retraining, post-graduate studies or other forms of adaptation of holders of diplomas of higher education to new labor market conditions, new social needs, which bring significant changes to the organization, structure and content of the educational process [3; 4].

Ukrainian scientist V. Swystun says that “specialist of agricultural education of the XXI century is a highly qualified professional able to work in the agrarian sector, a creative personality, an experienced leader and a manager who is able to project, predict, simulate, plan and purposefully organize his own professional activities and activities of his subordinates, estimate all possible variations in their development, is able to realize his

personal, intellectual and professional potential in this activity, able to estimate complex situations that arise in a market economy, and to find the best ways to overcome them” [7, 128]. He believes that the authoritarian system of vocational education is not able to train such a specialist.

According to N. Zhuravska, higher agricultural education of the EU countries taking into consideration the initial phase of Western European integration and the UK, has a great potential and is on the way of combining scientific discoveries in agriculture with pedagogical innovations in academic and branch institutions of higher education. In the concept of development of higher vocational education in the EU on the basis of academic competence approach scientist distinguishes the following requirements to professionals and graduates:

- complex training oriented on analytical activities, flexible adaptation to the changes in the content of professional activity;
- formulation of fresh thinking (professional and creative readiness);
- mastering of professional ethics and economic consciousness;
- communication readiness;
- combination of competencies and practical skills, abilities;
- mastering of the basics of business, management, marketing;
- knowledge of certification and standardization;
- knowledge of the methodology of scientific and technological inquiry and the methods of scientific research (modeling and experimental techniques);
- knowledge of methods of quality control of products and systems accuracy;
- knowledge of materials, process design, construction;
- knowledge of fundamental subjects and ability to apply them to app solutions;
- awareness of the necessity of lifelong learning, self-education;
- formation of professional responsibility;
- mastering of innovation strategy, tactics, ethics [2, 30].

According to the aim the main tasks of Agricultural Education are: serving the interest of Agricultural Education in continuous professional, comprehensive and general cultural development, create conditions for permanent restoring, renewal and deepening of the necessary professional and pedagogical knowledge, skills and practical experience; facilitating to master of profession-

al experience and adaptation experts, promoting their self-education and self-development; psychological reconstruction of stereotypes of activities and thinking of agrarian pedagogists, substitution of the negative attitudes by positive ones, forming a readiness to the activities under the new conditions of pedagogical work and market economy [2, 165].

The head of the group "German-Ukrainian Agrarian Dialogue" of the Economic Research and Policy Consulting Institute Dr. H-V. Shtrubenhoff described five ways of such problems solution and following international practice he could only give an advice as a foreigner.

First you need to establish a fund for young scientists that will have to promote carrying out scientific research in the context of international research.

Another step can be a Matching Grant program (the government funds researches of institutes that also attract financial flows from outside to promote their work). This mechanism is also making such research institutes more stronger and the weak ones will have to think about his future.

The third direction may be the program for young professors and teachers. Currently, there is a competition between research institutions and agribusiness, as the best representatives of science go into business. Thus, the salary of professors should be on a level offering by agribusiness.

The fourth strategy — an obligatory fight against corruption. There are many examples of how to achieve

transparency, you can refer to the experience of Kyiv-Mohyla Academy.

Equally important strategy is training of skilled labor for agribusiness and for agricultural policy. Today it has not been achieved in the existing structures, as they slowly restructured.

Dr. H-V. Shtrubenhoff proposed to establish an independent center "Kyiv Independent School of agribusiness", where 20–30 best representatives can study every year. He is sure if the government of Ukraine supports this idea, the international investors' funds would be fined out to realize it [8].

The problem of improving the system of higher education and increasing the quality of vocational training in Ukraine is the most important socio-cultural problem which it's solved by providing the education according to the new socio-economic requirements of the market economy. Education is organized on the principle of continuity. Reforming of educational programs is oriented towards the providing of vocational training and meeting the requirements of some branches of economy.

According to V. Manko "reforming of agrarian education in Ukraine is actualized in connection with the integration of national education in the European educational space. The degree system is put into practice in higher agricultural education on the basis of which the specialists training is made in concerning to professional direction and specialties qualification levels: Junior Specialist, Bachelor, Specialist and Master" [5, 5].

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